POCONO MOUNTAIN SCHOOL DISTRICT

English Language Arts
Common Core Standards
Grade 2

Grade 2 Overview

Common Core Alignment

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. **[RL.2.1]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **[RL.2.2]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Describe how characters in a story respond to major events and challenges. **[RL.2.3]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Craft and Structure

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **[RL.2.4]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **[RL.2.5]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **[RL.2.6]**

Skills	1	2	3	4	5	6						
Knowledge	**1**	**2**	**3**	4	5	6	7	8	9	10	11	12

Integration of Knowledge and Ideas

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **[RL.2.7]**

Skills	**1**	**2**	3	**4**	**5**	6						
Knowledge	**1**	**2**	**3**	**4**	5	6	7	8	9	10	11	12

(Not applicable to literature) **[RL.2.8]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. **[RL.2.9]**

Skills	1	2	3	4	5	6						
Knowledge	**1**	2	3	4	5	6	7	8	9	10	11	12

By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **[RL.2.10]**

Skills	**1**	**2**	3	4	5	6						
Knowledge	**1**	**2**	**3**	**4**	5	**6**	7	8	9	10	11	12

Key Ideas and Details

Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. **[RI.2.1]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. **[RI.2.2]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **[RI.2.3]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Craft and Structure

Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. **[RI.2.4]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. **[RI.2.5]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **[RI.2.6]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Integration of Knowledge and Ideas

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [RI.2.7]

Skills	1	2	**3**	4	5	**6**						
Knowledge	1	**2**	**3**	4	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

Describe how reasons support specific points the author makes in a text. [RI.2.8]

Skills	1	2	3	4	5	**6**						
Knowledge	1	2	**3**	4	5	**6**	7	**8**	**9**	10	**11**	**12**

Compare and contrast the most important points presented by two texts on the same topic. [RL.2.9]

Skills	1	2	3	4	5	6						
Knowledge	1	**2**	**3**	4	**5**	**6**	**7**	**8**	**9**	10	**11**	**12**

Range of Reading and Level of Text Complexity

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.2.10]

Skills	1	2	**3**	4	5	**6**						
Knowledge	1	**2**	**3**	4	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]

Skills	**1**	**2**	**3**	**4**	**5**	6					
Knowledge	1	2	3	4	5	6	7	8	9	10	11

Distinguish long and short vowels when reading regularly spelled one-syllable words. [RF.2.3a]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Know spelling-sound correspondences for additional common vowel teams. [RF.2.3b]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Decode regularly spelled two-syllable words with long vowels. [RF.2.3c]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Decode words with common prefixes and suffixes. [RF.2.3d]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Identify words with inconsistent but common spelling-sound correspondences. [RF.2.3e]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Fluency

Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Read grade-level text with purpose and understanding. [RF.2.4a]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.2.4b]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

WRITING STANDARDS (W)

Text Types and Purposes

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section. [W.2.1]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. [W.2.2]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. [W.2.3]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Production and Distribution of Writing

(Begins in Grade 3) [W.2.4]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [W.2.5]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.2.6]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Research to Build and Present Knowledge

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). [W.2.7]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Recall information from experiences or gather information from provided sources to answer a question. [W.2.8]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

(Begins in Grade 4) [W.2.9]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Range of Writing

(Begins in Grade 3) [W.2.10]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. [SL.2.1]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.2.1a]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [SL.2.2]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. **[SL.2.3]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Presentation of Knowledge and Ideas

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **[SL.2.4]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. **[SL.2.5]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language Standards 1 and 3 for specific expectations.) **[SL.2.6]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

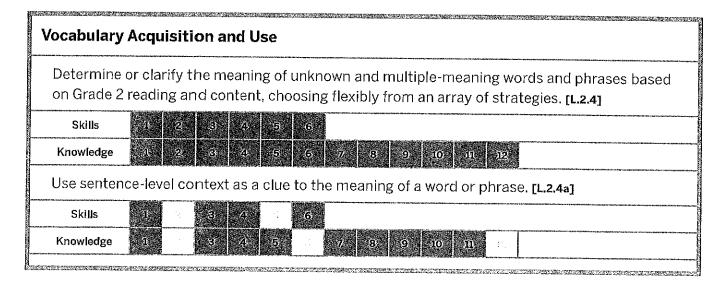## LANGUAGE STANDARDS (L)

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **[L.2.1]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Use collective nouns (e.g., *group*). **[L.2.1a]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). [L.2.1b]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Use reflexive pronouns (e.g., *myself, ourselves*). [L.2.1c]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). [L.2.1d]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Use adjectives and adverbs, and choose between them depending on what is to be modified. [L.2.1e]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). [L.2.1f]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.2.2]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Capitalize holidays, product names, and geographic names. [L.2.2a]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Use commas in greetings and closings of letters. [L.2.2b]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Use an apostrophe to form contractions and frequently occurring possessives. **[L.2.2c]**

Skills	1	**2**	3	4	**5**	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*). **[L.2.2d]**

Skills	**1**	**2**	**3**	**4**	**5**	**6**						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **[L.2.2e]**

Skills	1	2	3	4	**5**	**6**						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. **[L.2.3]**

Skills	**1**	**2**	**3**	**4**	**5**	**6**						
Knowledge	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

Compare formal and informal uses of English. **[L.2.3a]**

Skills	1	2	**3**	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	**9**	10	**11**	12

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies. **[L.2.4]**

Skills	**1**	**2**	**3**	**4**	**5**	**6**						
Knowledge	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

Use sentence-level context as a clue to the meaning of a word or phrase. **[L.2.4a]**

Skills	**1**	2	**3**	**4**	5	**6**						
Knowledge	**1**	2	**3**	**4**	**5**	6	**7**	**8**	**9**	**10**	**11**	12

Grade 2 Curriculum Map

Skills Unit 1

Unit Summary

This unit focuses on reviewing various spellings with an emphasis on consonant sounds, one- and two-syllable words, and high-frequency Tricky Words.

Anchor Text: *The Cat Bandit*
Text Type: Literary
Lexile: 480L

Overall Learning Outcomes

- Review letter-sound correspondences
- Read and write words with short vowel sounds • Read and spell Tricky Words from G1
- Read and write two-syllable words
  - Read and spell words with suffixes -ing, -ed • Read, write and pronounce words with past tense suffix -ed pronounced three different ways
- Spell grade-level words correctly
- Write sentences with correct capitalization and punctuation
- Beginning-of-the-Year Placement Assessment • Unit Assessment

Big Ideas

- The stories in the Reader *The Cat Bandit,* tell of the adventures of a hungry cat and the increasingly clever ways he gets food items seemingly out of his reach.
- The stories are 100% decodable, based on previous CKLA instruction and quick G2 review
  - Students answer comprehension questions orally and/or in writing after reading each story.

Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.2.1	W.2.2	SL.2.1	L.2.1	RL.2.1			L.2.1d
RL.2.2	W.2.3	SL.2.2	L.2.1d	RL.2.2			L.2.2d
RL.2.3		SL.2.6	L.2.1e	RL.2.3			
RL.2.5			L.2.1f	RL.2.5			
RL.2.7			L.2.2	RL.2.7			
RL.2.10			L.2.2d	RF.2.3a			
RF.2.3			L.2.3	RF.2.3d			
RF.2.3a			L.2.4	RF.2.3e			
RF.2.3b			L.2.4a	RF.2.3f			
RF.2.3c			L.2.4d	RF.2.4a			
RF.2.3d			L.2.4e	RF.2.4b			
RF.2.3e			L.2.5	RF.2.4c			
RF.2.3f			L.2.5a				
RF.2.4			L.2.5b				
RF.2.4a			L.2.6				
RF.2.4b							
RF.2.4c							

Grade 2 Curriculum Map

Skills Unit 2

Unit Summary

Focus is on various spellings with an emphasis on vowel sounds. Students read one- and two-syllable words, as well as contractions. They practice with a number of high-frequency Tricky Words. They learn about the use of quotation marks and begin instruction in the writing process, writing narratives and opinions.

Anchor Text: *Bedtime Tales*
Text Type: Literary
Lexile: 430L

Overall Learning Outcomes

- Review letter-sound correspondences
  - Read one and two-syllable words with short and long vowels, including vowels with spelling alternatives
- Read contractions and identify their non contracted equivalents
- Read and spell high-frequency Tricky Words • Spell grade-level words correctly
- Use quotation marks in writing
- Use the writing process to compose a narrative • Unit Assessment

Big Ideas

- The Reader for this unit is *Bedtime Tales*. In it, a father shares bedtime stories with his son and daughter. This Reader explores two fiction genres: fables and trickster stories.
- Close reading lessons are introduced in this unit using chapters from the Reader.
  - Students answer comprehension questions orally and/or in writing after reading each story.

Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.2.1	W.2.1	SL.2.1	L.2.1	RL.2.1	W.2.1		L.2.1f
RL.2.2	W.2.3	SL.2.2	L.2.1d	RL.2.2	W.2.3		L.2.2c
RL.2.3	W.2.4	SL.2.6	L.2.1e	RL.2.5	W.2.5		L.2.2d
RL.2.5	W.2.5		L.2.1f	RF.2.3a	W.2.6		L.2.5b
RL.2.7	W.2.6		L.2.2	RF.2.3c			
RL.2.10	W.2.8		L.2.2c	RF.2.3d			
RF.2.3	W.2.10		L.2.2d	RF.2.4			
RF.2.3a			L.2.3	RF.2.4a			
RF.2.3b			L.2.4	RF.2.4b			
RF.2.3c			L.2.4a				
RF.2.3d			L.2.5				
RF.2.3e			L.2.5a				
RF.2.3f			L.2.5b				
RF.2.4							
RF.2.4a							
RF.2.4b							
RF.2.4c							

Grade 2 Curriculum Map
Skills Unit 3

Unit Summary	Overall Learning Outcomes
Introduces spelling alternatives for vowel sounds, as well as various tricky spellings (spellings that can stand for more than one sound). Students practice writing a personal narrative. Grammar instruction focuses on capitalization, quotation marks, ending punctuation, and common and proper nouns. Students are also introduced to antonyms and synonyms.	• Review letter-sound correspondences • Read words with short and long vowels, including vowels with spelling alternatives • Read and write words with Tricky Spellings • Read and spell high-frequency Tricky Words • Use capitalization, quotation marks, and ending punctuation correctly • Identify and use common and proper nouns, antonyms, synonyms, and verbs • Use the writing process to compose a personal narrative • Unit Assessment

Big Ideas

• The Reader for this unit is *Kids Excel*. This fictional Reader consists of profiles of kids who excel at various activities—spelling, swimming, playing soccer, jumping rope, splashing, math, rock skipping. Each profile progresses across several selections.

• Close reading lessons in this unit use chapters from the Reader.

• Students answer comprehension questions orally and/or in writing after reading each story.

Anchor Text: *Kids Excel*
Text Type: Literary
Lexile: 510L

Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.2.1	W.2.3	SL.2.1	L.2.1	RL.2.1	W.2.3		L.2.1
RL.2.2	W.2.4	SL.2.2	L.2.1e	RF.2.3a	W.2.5		L.2.1e
RL.2.4	W.2.5	SL.2.6	L.2.1f	RF.2.3b			L.2.2
RL.2.5	W.2.8		L.2.2	RF.2.3c			L.2.2d
RF.2.3	W.2.10		L.2.2d	RF.2.3d			L.2.3
RF.2.3a			L.2.2e	RF.2.3e			L.2.5b
RF.2.3b			L.2.3	RF.2.3f			
RF.2.3c			L.2.3a	RF.2.4a			
RF.2.3d			L.2.4				
RF.2.3e			L.2.4a				
RF.2.3f			L.2.5				
RF.2.4			L.2.5a				
RF.2.4a			L.2.5b				
RF.2.4b			L.2.6				
RF.2.4c							

Grade 2 Curriculum Map

Skills Unit 4

Unit Summary

Students are introduced to more spelling alternatives for vowel sounds, as well as three tricky spellings. Students practice persuasive writing as part of a friendly letter. In grammar, students review singular and regular plural nouns, as well as common and proper nouns. They are introduced to the formation of irregular plural nouns, as well as action verbs and *to be* verbs.

Overall Learning Outcomes

- Read words and write words with alternative vowel spellings
- Use capitalization, quotation marks, and ending punctuation correctly
- Identify and use irregular plural nouns
- Use apostrophes to show possession
- Use titles such as Mr., Mrs., and other proper nouns
- Use past and present tense of the verb *to be*
- Use the writing process to compose a persuasive letter
- Unit Assessment

Big Ideas

- *The Job Hunt* is a fictional Reader that describes a nineteen-year-old girl's search for a job in New York City with the help of her younger brother. The Introduction contains information about New York City, including a map.
- Close reading lessons in this unit use chapters from the Reader.
  - Students answer comprehension questions orally and/or in writing after reading each story.

Anchor Text: *The Job Hunt*
Text Type: Literary
Lexile: 470L

Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.2.1	W.2.1		L.2.1	RL.2.1	W.2.1		L.2.1a
RL.2.2	W.2.2		L.2.1a	RL.2.5	W.2.3		L.2.1b
RL.2.5	W.2.3		L.2.1b	RF.2.3			L.2.1d
RF.2.3	W.2.5		L.2.1d	RF.2.3a			L.2.1f
RF.2.3a			L.2.1f	RF.2.3b			L.2.2a
RF.2.3b			L.2.2	RF.2.3c			L.2.2c
RF.2.3c			L.2.2a	RF.2.3d			L.2.2d
RF.2.3d			L.2.2b	RF.2.3e			
RF.2.3e			L.2.2c	RF.2.4			
RF.2.3f			L.2.2d	RF.2.4a			
RF.2.4				RF.2.4b			
RF.2.4a				RF.2.4c			
RF.2.4b							
RF.2.4c							

Grade 2 Curriculum Map

Skills Unit 5

Unit Summary

Introduces spelling alternatives for vowel sounds and the schwa sound. Students practice chunking phonemes as a means of reading multi-syllable words. They review grammar skills and learn about adjectives, as well as how to identify the subject and predicate in a complete sentence. Additionally, students continue to practice narrative writing by rewriting an ending to a story from their Student Reader.

Anchor Text: *Sir Gus*
Text Type: Literary
Lexile: 660L

Overall Learning Outcomes

- Read words and write words with alternative vowel spellings
- Alphabetize words
- Read and write words with /ə/ (schwa) sounds
- Identify the subject and predicate in sentences • Understand and use adjectives in sentences • Use correct capitalization, punctuation, and grammar in writing
- Read and write words with the suffix -tion • Use the writing process to write a different ending to a story from the Reader
- Unit Assessment

Big Ideas

- *Sir Gus* is a fictional Reader detailing the serendipitous undertakings of Sir Gus, one of King Alfred's knights. Despite his title as "Sir Gus the Fearless," Sir Gus actually has many different fears. Sir Gus has to face a thief, a troll, pirates, an evil wizard, and an enemy king.
- Close reading lessons in this unit use chapters from the Reader.
  - Students answer comprehension questions orally and/or in writing after reading each story.

Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.2.1	W.2.1	SL.2.1c	L.2.1	RL.2.1	W.2.3		L.2.1
RL.2.3	W.2.3		L.2.1a	RL.2.3	W.2.5		L.2.1e
RL.2.5	W.2.5		L.2.1b	RL.2.5			L.2.2
RL.2.7			L.2.1d	RL.2.7			L.2.2d
RF.2.3			L.2.1e	RF.2.3b			L.2.2e
RF.2.3a			L.2.2	RF.2.3d			L.2.3
RF.2.3b			L.2.2a	RF.2.3e			L.2.4a
RF.2.3d			L.2.2c	RF.2.3f			L.2.6
RF.2.3e			L.2.2d	RF.2.4a			
RF.2.3f			L.2.2e				
RF.2.4			L.2.3				
RF.2.4a			L.2.4				
RF.2.4b			L.2.4a				
RF.2.4c			L.2.4c				
			L.2.4e				
			L.2.6				

Grade 2 Curriculum Map

Skills Unit 6

Unit Summary

Introduces several new spelling alternatives for vowel and consonant sounds. Students review grammar skills and learn about adverbs. They also learn to distinguish complete from incomplete sentences, as well as how to identify and correct run-on sentences. Students are introduced to expository or report writing. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 3 teachers via the End-of-Year Summary sheet.

Anchor Text: *The War of 1812*
Text Type: Informational
Lexile: 580L

Overall Learning Outcomes

- Read words and write words with Tricky and alternative vowel and consonant spellings
- Alphabetize to the second letter
- Identify and use adverbs
- Identify complete and incomplete sentences
- Correct run-on sentences
- Use correct capitalization, punctuation, and grammar in writing • Take notes from the text
- Use the writing process to write a multi-paragraph report • End-of-the-Year Assessment

Big Ideas

- The letter-sound correspondences taught in CKLA up to this point represent most of the important letter-sound correspondences needed to read English writing.
- The Reader for this unit is *The War of 1812* and covers topics included in G2 Domain 5 of the Knowledge Strand.
- Students answer comprehension questions orally and/or in writing after reading each story.

Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.2.1	W.2.1	SL.2.1	L.2.1	RI.2.1	W.2.1		L.2.1d
RL.2.10	W.2.2	SL.2.2	L.2.1d	RI.2.3	W.2.2		L.2.1e
RI.2.1	W.2.5	SL.2.6	L.2.1e	RI.2.4			L.2.1f
RI.2.2			L.2.2	RI.2.5			L.2.2c
RI.2.3			L.2.2c	RI.2.6			L.2.2d
RI.2.4			L.2.2d	RI.2.7			L.2.3
RI.2.5			L.2.4	RI.2.8			
RI.2.6			L.2.4a	RI.2.10			
RI.2.7			L.2.4e	RF.2.3a			
RI.2.8			L.2.5	RF.2.3b			
RI.2.10			L.2.6	RF.2.3c			
RF.2.3				RF.2.3d			
RF.2.3a				RF.2.3e			
RF.2.3c				RF.2.3f			
RF.2.3d				RF.2.4a			
RF.2.3e				RF.2.4b			
RF.2.3f				RF.2.4c			
RF.2.4							
RF.2.4a							
RF.2.4b							
RF.2.4c							

Pocono Mountain School District Curriculum

Universal Design for Learning Guidelines

Grade 2

APPLICABLE TO ALL UNITS

I. Provide Multiple Means of Representation

1: Provide options for perception

1.1 Offer ways of customizing the display of information

1.2 Offer alternatives for auditory information

1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

2.1 Clarify vocabulary and symbols

2.2 Clarify syntax and structure

2.3 Support decoding of text, mathematical notation, and symbols

2.4 Promote understanding across languages

2.5 Illustrate through multiple media

3: Provide options for comprehension

3.1 Activate or supply background knowledge

3.2. Highlight patterns, critical features, big ideas, and relationships

3.3 Guide information processing, visualization, and manipulation

3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Differentiated Instruction
- Cooperative Learning
- Integrated technology
- KWL charts
- I Do, We Do, You Do
- Magnetic Letter Boards and Tiles
- Scaffolding
- Class Discussion
- Graphic Organizer
- Mnemonic Devices
- Anticipation Guides
- Think alouds
- Modeling
- Think Pair Share
- Writing prompts/sentences starters
- Writing boards
- Close Reading
- Baseline information for text

Please utilize the following links for more information:
Reading Rockets
CAST
University of Florida Literacy Institute

CAST

Pocono Mountain School District Curriculum

Universal Design for Learning Guidelines

Grade 2

APPLICABLE TO ALL UNITS

II. Provide Multiple Means of Action and Expression

4: Provide options for physical action

4.1 Vary the methods for response and navigation

4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

5.1 Use multiple media for communication

5.2 Use multiple tools for construction and composition

5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

6.1 Guide appropriate goal-setting

6.2 Support planning and strategy development

6.3 Facilitate managing information and resources

6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Differentiated Instruction
- Read, Evaluate, Write
- Integrated technology
- Scaffolding
- Class Discussion
- Graphic Organizer
- Mnemonic Devices
- Think alouds
- Think Pair Share
- Writing prompts/sentence starters

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Universal Design for Learning Guidelines

Grade 2

APPLICABLE TO ALL UNITS

III. Provide Multiple Means of Engagement

7: Provide options for recruiting interest

7.1 Optimize individual choice and autonomy

7.2 Optimize relevance, value, and authenticity

7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

8.1 Heighten salience of goals and objectives

8.2 Vary demands and resources to optimize challenge

8.3 Foster collaboration and community

8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

9.1 Promote expectations and beliefs that optimize motivation

9.2 Facilitate personal coping skills and strategies

9.3 Develop self-assessment and reflection

Purposeful, motivated learners

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Differentiated Instruction
- Read, Evaluate, Write
- Online Resources
- Cooperative Learning
- I Do, We Do, You Do
- Integrated technology
- Scaffolding
- Class Discussion
- Graphic Organizer
- Think alouds
- Modeling
- Think Pair Share
- Writing prompts/sentences starters
- Baseline information for text

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